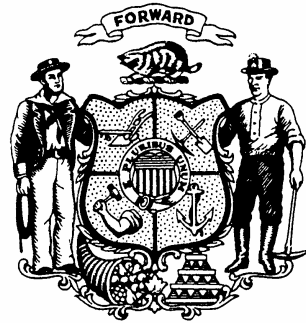


STATE OF WISCONSIN



2001-03  
BIENNIAL REPORT



Richard Carpenter, President



October 15, 2003

The Honorable James Doyle  
Governor of Wisconsin  
and  
Members of the Legislature

In accordance with section 15.04(1)(d) of the *Wisconsin Statutes*, I am pleased to submit on behalf of the Wisconsin Technical College System Board a report on our activities covering the 2001-03 biennium.

Sincerely,

A handwritten signature in black ink. The signature is written in a cursive style. The first part of the signature is "Richard" and the second part is "Carpenter". The signature is written in a fluid, connected manner.

Dr. Richard Carpenter  
President

STATE OF WISCONSIN  
2001-03 BIENNIAL REPORT  
October 2003



Wisconsin Technical College System Board

310 Price Place  
Madison, Wisconsin 53705  
(608) 266-1207

Dr. Richard Carpenter, President

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# **WISCONSIN TECHNICAL COLLEGE SYSTEM**

## **I. AGENCY OVERVIEW**

### **Mission and Purpose**

The Wisconsin Technical College System (WTCS) Board is statutorily responsible for the initiation, development, maintenance and supervision of programs with specific occupational orientation below the baccalaureate level, including associate degrees, training of apprentices and adult education below the professional level. The principal purposes of the system are to provide occupational education and training and retraining programs, and to provide customized training and technical assistance to business and industry in order to foster economic development and expansion of employment opportunities. Additional purposes are to cooperate and contract with secondary schools; provide collegiate transfer programs, basic skills education; community services and self-enrichment activities; and address barriers created by stereotyping and discrimination.

### **Cooperative Relationships**

The WTC System maintains close working relations with the Wisconsin Department of Public Instruction in developing technical and adult education opportunities for all people in the state, and for facilitating articulation between secondary and postsecondary programs.

The WTC System and the University of Wisconsin System share a strong commitment to maintain effective administrative cooperation in serving the state's residents. Moreover, the Board works effectively with the Department of Workforce Development on issues concerning apprentice training, labor market information, placement services, and other programs and issues.

### **State Board**

The WTCS Board, as the governing body for the WTCS, consists of 13 members: Ten non-salaried members appointed by the Governor and three ex-officio members. One member represents employers, one member represents employees, one member represents farmers, one member is a student representative, and six are at-large members. The student representative serves a two-year term while the other nine members serve six-year, staggered terms. The three ex-officio members serving on the Board are the Secretary or designee of the Department of Workforce Development; the President or designee of the UW Board of Regents; and the State Superintendent of Public Instruction or designee.

During the biennium, the following individuals served on the Board.

**APPOINTED MEMBERS, OFFICERS**

Jonathan Barry, President	Mount Horeb <i>(Term expired 5/1/03)</i>
A. J. Amato, Vice-President	Madison
Nancy Mommsen, Secretary	Rice Lake <i>(Term expired 5/1/03)</i>

**OTHER APPOINTED MEMBERS**

Mary Cuene	Green Bay
George Franco	Milwaukee <i>(Term expired 7/18/02)</i>
Allan Kehl	Kenosha
Barbara Manthei	West Salem <i>(Term expired 5/1/03)</i>
Marc Marotta	Milwaukee <i>(Term expired 5/14/03)</i>
Mary Anne Moore-Church	Appleton <i>(Term expired 1/17/03)</i>
Phil L. Neuenfeldt	Milwaukee
L. Anne Reid	West Bend
Brent Smith	La Crosse
Jose Vasquez	Wauwatosa

## **EX-OFFICIO MEMBERS**

Elizabeth Burmaster

State Superintendent, Department of  
Public Instruction

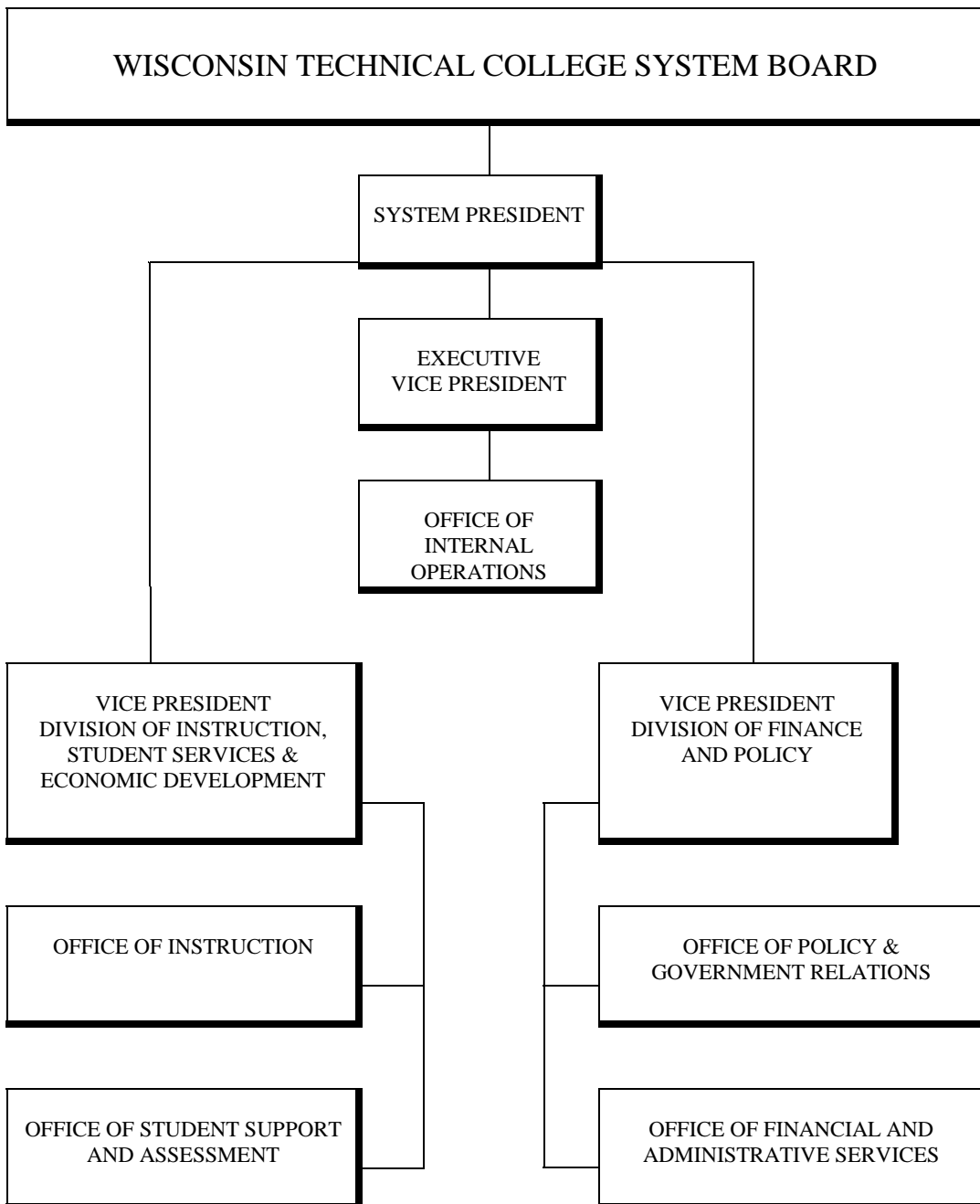
Lolita Schneiders  
and  
Guy Gottschalk

Designee of UW Board of Regents

Jennifer Alexander (nee Reinert)  
and  
Roberta Gassman

Secretary, Department of Workforce Development

The Board is empowered to determine the organization, plans, scope and development of postsecondary technical and adult education; appoint a state director; approve qualifications of educational personnel and courses of study; and approve district proposals for facilities development and land acquisition. The Board establishes procedures and criteria for the determination of course credit, state aid, and uniform accounting for financial programs and other data required of the districts.





## **System Office**

The System Office staff is led by a System President who serves at the pleasure of the WTCS Board. Major staff responsibilities are divided between two divisions. The Division of Instruction, Student Services and Economic Development oversees occupational education programs and liberal arts collegiate transfer programs, and serves as liaison with business and industry for economic development activities. It also coordinates professional development and student services, including support services for persons with special needs, provides curriculum resources, evaluates programs and coordinates System offerings with other educational systems. The Division of Finance and Policy is responsible for budget preparation, administration of state and federal aids, economic analysis, audit and fiscal services, policy studies, facility approval and oversight, federal relations, staff support services, management information systems and personnel. The System Office ended the biennium with 75.9 FTE authorized positions.

## **WTCS Districts**

The 16 WTCS districts, currently with 46 campuses, deliver technical education that meets the needs, interests and abilities of students and of the labor market. To further these purposes, the districts are provided consultation, technical assistance, coordination of activities, and support services by the State Board staff.

Districts have unique demographic, geographic and economic characteristics, and programs are tailored to meet local needs within the uniform program standards of the Board. Each of the districts has an appointed board composed of nine members who serve three-year, staggered terms: Two members represent employers, two represent employees, and three additional members; the other two positions include a local school administrator and a local elected official. District boards are empowered to levy a tax on property, provide for facilities and equipment, contract for instructional services, and appoint a director who serves as chief executive officer for the district.

# WTCS District Map



**DISTRICTS AND CAMPUSES**

## II. 2001-03 BUDGET AND POLICY ACTION

### **2001-2003 Biennial Budget**

The 2001-03 Biennial Budget Act (2001 Wisconsin Act 16) decreased overall funding for the WTCS and its students. Additional reductions were made in the 2002 Budget Reform Act (2001 Act 109). Some significant provisions affecting the WTCS from these two bills included:

- ◆ **General Aid.** There was no increase in general state aids above the 2000-01 base level of \$118.4 million GPR during the 2001-03 biennium.
- ◆ **TOP Grants.** TOP grants were limited to one year per student beginning in 2001-02. Recent high school graduates attending a technical college program full-time were eligible for \$500 in grants. The 2001-03 Biennial Budget Act maintained funding at the base level of \$6,600,000 GPR in 2001-02 and reduced funding to \$4,200,000 GPR in 2002-03. The Budget Reform Act eliminated the TOP Grant program as of July 1, 2002.
- ◆ **Additional Course Sections Grants.** Funding increased by \$250,000 annually for a total annual appropriation of \$2,450,000 GPR in the 2001-03 Biennial Budget Act. These grants enable WTCS districts to add sections in courses in which student demand exceeds capacity.
- ◆ **Capacity Building Grants.** This program was transferred from the Department of Administration to the WTCS Board by the 2001-03 Biennial Budget Act. Funding was reduced from \$5.0 million GPR in 2000-01 to \$3.0 million GPR in 2001-02 and to \$2.0 million GPR in 2002-03. These grants enable WTCS districts to create or expand programs in occupational areas of high demand.
- ◆ **All WTCS Categorical Aid Programs.** The 2002 Budget Reform Act reduced all WTCS categorical aid programs other than Capacity Building and Additional Course Section grants by 4.5% per year (\$655,000). Categorical aid programs include Incentive Grants, Displaced Homemakers grants, Aid for Handicapped Students, Faculty Development Grants, and smaller grants for Driver Training and Farm Training Programs.
- ◆ **Referendum Threshold for WTCS District Borrowing and Capital Expenditures.** Beginning in 2002-03, the threshold for referenda approval for WTCS capital projects was increased from \$500,000 to \$1,000,000 in the 2001-03 Biennial Budget Act. The threshold applies to capital expenditures and the issuance of bonds and notes by WTCS districts.
- ◆ **Applied Technology Center Sunset Date.** The sunset date for the applied technology center provision was extended to July 1, 2003 in the 2001-03 Biennial Budget Act.

- ◆ **Truck Driver Training Grants.** The 2001-03 Biennial Budget Act created a new truck driver training grant program to be funded through an \$8 assessment on citations issued to drivers of commercial vehicles and their employers. Three districts (Chippewa Valley, Fox Valley and Waukesha County Area) will be eligible for grants.
- ◆ **Student Financial Aid.** Funding for Wisconsin Higher Education Grants (WHEG) for WTCS students was increased by 3.25% per year above the base level of \$13.2 million GPR for a biennial total of \$1.3 million GPR. In the 2002 Budget Reform Act WHEG funding was increased again by \$800,000 in FY 2002-03, an increase of 5.7%. This is a 9.1% total increase when combined with the original biennium budget increase. These funds are appropriated to and managed by the Wisconsin Higher Education Aids Board.
- ◆ **Agency Budget Reductions.** The WTCS Board's GPR base budget for state operations was reduced by 6.55% per year, which amounts to a cut of \$226,100 GPR annually. WTCS Board operations were reduced by an additional 1% for FY 2001-02 and by an additional 6.0% (\$213,000) for FY 2002-03 in the 2002 Budget Reform Act. This reduction was in addition to a 6.55% reduction for FY 2002-03 under the 2001-03 Biennial Budget Act. In addition, System Office travel and marketing budgets were reduced by 50% annually, or \$40,000.

## **Major Statutory Legislation**

There were no major statutory changes affecting the operation of the Wisconsin Technical College System enacted during the 2001-03 biennium other than those already described in the discussion of the state's 2001-03 Biennial Budget Act and the 2002 Budget Reform Act.

## **State Board Policies**

The WTCS Board adopted revisions to its existing policy on *Credit for Prior Learning* in November, 2002. These changes require any technical college program to which the student has transferred to accept credits toward the completion of a degree or diploma program for coursework completed at any other technical college district in Wisconsin if the coursework is relevant to the student's course of study. These changes also increase the length of time that a student who has earned postsecondary credit for course(s) completed while enrolled in high school has to seek to apply this credit toward the completion of a technical college degree or diploma program.

### III. REVIEW OF PERFORMANCE AND OPERATIONS

#### **Enrollment and Expenditures**

In order to provide the instruction, services and activities necessary to carry out their mission and achieve their goals, the WTCS districts rely on a combination of federal, state and local revenues. In 2001-02, the latest year for which complete information is available, the WTCS districts enrolled 451,271 individuals at an operational cost of \$722,627,300.

Actual 2001-02 cost allocation data show that 67.3% of operational costs were for instruction while the next highest amounts were for general institutional (12.3%), student services (9.7%), and the physical plant (7.8%). Instructional resources accounted for the remaining 2.9% of operational costs.

During 2001-03, the number of full-time equivalent (FTE) students enrolled annually increased 15% from the previous biennium from 58,074 FTEs in FY 1999-2000 to 66,825 FTEs in 2002-03. FTE enrollment by instructional category and the percentage of FTEs in each instructional category the biennium was:

#### **2001-02 FTE Enrollments**

<u>Liberal Arts Transfer</u>	<u>Postsecondary Associate Degree</u>	<u>Technical Diploma</u>	<u>Non-Postsec. Basic Educ. &amp; HIP/VIP*</u>	<u>Continuing Education Vocational- Adult</u>	<u>Community Services</u>	<u><b>Total FTEs</b></u>
5,244 (8.2%)	37,429 (58.7%)	8,786 (13.8%)	7,858 (12.3%)	4,150 (6.5%)	317 (0.5%)	63,789 (100.0%)

#### **2002-03 FTE Enrollments**

(as of Oct. 15, 2003)

<u>Liberal Arts Transfer</u>	<u>Postsecondary Associate Degree</u>	<u>Technical Diploma</u>	<u>Non-Postsec. Basic Educ. &amp; HIP/VIP*</u>	<u>Continuing Education Vocational- Adult</u>	<u>Community Services</u>	<u><b>Total FTEs</b></u>
5,529 (8.3%)	40,103 (60.0%)	9,029 (13.5%)	7,999 (12.0%)	3,892 (5.8%)	273 (0.4%)	66,825 (100.0%)

Note: \*HIP = Hearing Impaired Program and VIP = Visually Impaired Program

## **Enrollment by Age and Sex**

The average age for all students enrolled by the WTCS districts in 2001-2002 was 34.9 years. Of the total students enrolled, 30.1% of the students were less than 25 years of age.

Students in Liberal Arts Transfer and Postsecondary programs and courses tend to be younger on average than the total student body which includes thousands of older adults taking Adult and Continuing Education (ACE) courses in order to upgrade or maintain their current job skills. The average age of College Parallel and Postsecondary students was 29.9 years in 2001-02. Approximately 44.5% of these students were less than 25 years in age.

In 2001-2002, the WTCS districts reported enrolling 219,318 men and 228,169 women (with sex not reported for less than one percent of enrollees). Of the men enrolled, 30.6% enrolled in College Parallel or Postsecondary courses while 17.7% enrolled in Non-Postsecondary courses and 58.2% in Vocational-Adult courses. The corresponding percentages for females were 34.8% enrolled in College Parallel or Postsecondary courses, 19.0% in Non-Postsecondary, and 54.2% in Vocational-Adult courses. (These percentages add to over 100.0% because students can take courses in more than one area)

## **Minority Enrollment, Recruitment and Retention**

The number of students of color enrolling and graduating from the technical colleges is steadily climbing – continuing a trend of modest annual increases that began in the early 1990s. During the 2001-02 school year, 49,759 minority students enrolled in technical college courses. Of these, 18,453 or 37% were enrolled in postsecondary or liberal arts collegiate transfer courses. In 2002-03, there were 56,592 minority students enrolled, 21,426 or 38% in postsecondary or liberal arts collegiate transfer courses. Minority student enrollments are increasing across the state with African Americans being the single largest group and Spanish speakers a close second. For example, in 2002-03 Northeast Wisconsin Technical College experienced associate degree FTE enrollment increases of 51.4% for African American students, 7.4% for Hispanic students, 17.4% for Asian students and 29.9% for American Indian students by 29.9%. The growing number of minority enrollments has encouraged districts to tailor programs and expand their efforts to meet the needs of these students. For example:

- ◆ In 2003, Northeast Wisconsin Technical College implemented the “**The First Year College Experience**” program for minority students entering their first year of college. Students learn about teacher expectations, test preparation, note taking skills and time management.
- ◆ At Madison Area Technical College, the **Latino Educational Opportunity Workshops** provide training to support the transition to occupational training. Workshops are held in the evening and weekends to increase these non-traditional students’ access to college career planning services and educational programs.

## **Graduate Follow-Up**

The WTCS districts annually survey the previous year's program graduates. The latest survey for which results are available was conducted during the months of October through December 2002, on 2001-02 school year graduates. Of the 17,833 graduates, 13,420 (75%) responded to the survey.

Out of the 11,823 (88%) who reported that they were in the labor market, 93% said they were employed and 77% of the employed reported employment in occupations related to their programs of study. The average median salary of the employed-related who were employed full-time was \$27,000, a 2.3% increase over the median salary reported by the corresponding group of graduates from 2000-01.

## **New and Expanding Occupations**

GPR Incentive Grants for New and Expanding Occupations were awarded for the development, modification or expansion of programs new to the state or a district, the development of State Board approved advanced technical certificates; new or expanded programs for the classroom related-instruction of apprentices and new courses for upgrading journey-level workers; the purchase or lease of high cost instructional equipment necessary for new or expanding occupational training programs; assistance to small and medium sized manufacturers. During the biennium, approximately \$7,575,200 of targeted GPR funds was expended in support of this initiative, seventy-six (76) grants were awarded in 2001-02 and an additional twenty-nine (29) projects were awarded in 2002-2003. These funds supported curriculum development or modification for a variety of programs in:

- ◆ **Health Care:** Associate Degree Nursing, Medical Assistant, Surgical Technologist, Practical Nursing, Nursing Assistant, Dental Hygiene, Paramedic Technician, Diagnostic Imaging;
- ◆ **Computer and Information Technology:** CIS Data Warehouse Development, CIS Network Specialist, Computer Industrial Networking, e-Business Administration, CIS Web Design & Development, Tele/Data Communication Installer, Cyber Technology, Cyber Security, Computer Support Specialist, Microcomputer Electronics Technology;
- ◆ **Construction Technology:** Bricklaying/Masonry, Electrical Line Work Apprenticeship, Cement Mason Apprenticeship, Plastering, Concrete Finishing Apprenticeship, Roofing Apprenticeship, Cabinetmaking Apprenticeship, Glazing Apprenticeship, Residential Electrical, Telecommunications Installer-Tech, Heavy Equipment Apprenticeship, Carpentry Apprenticeship Program, Masonry Apprenticeship Program;
- ◆ **Industrial Technology:** Electrical Engineering, Industrial Mechanic, Air Conditioning, Heating and Refrigeration, Printing Technologies, Electro Mechanical Technician, Electronics, Metal Fabrication/Welding, Mechanical Design Technology, Applied Engineering Technology, Welding/Fabrication, Facilities Maintenance, Industrial Maintenance, Digital Printing, Industrial Millwright;



- ◆ **Service and Family and Consumer Education:** Police Science, Corrections Science, Early Childhood Education, Child Care, Recreational Facilities Management, Security, Environmental/Lead Safety Training, Court & Conference Reporting, Safety Engineering Technician;
- ◆ **Other occupational fields:** Marketing, Paralegal, Administrative Assistant, Human Services, Marketing Research Technologies, Horticulture, Landscape Horticulture, Supervisory Management, Urban Forestry Technician.

## **Basic Education**

In 2001-02, the WTCS districts expended 11.8% of their operational budgets to provide 79,258 persons with basic education instruction and services. Instructional activities included Adult Basic Education, Adult High School, English as a Second Language, Family Literacy Programs and remedial education.

GPR Incentive Grants for basic education provided support for continuing or expanding the delivery of basic education, related staff development, Adult High School/HSED/GED and English as a second language. Each technical college received an allocation of funds based on need as identified by census data combined with a measure of the level of service provided in the preceding year.

GPR funds were also awarded on a competitive basis to support new projects addressing one or more of the following priorities:

- ◆ The use of new technologies in the delivery of basic skills education.
- ◆ The development and implementation of curriculum to effectively transition students from basic education programs to postsecondary occupational programs.
- ◆ The development of family literacy activities.
- ◆ The development of alternative high school equivalency programs.
- ◆ Activities to facilitate the transition of English as a Second Language students to Adult Basic Education, Adult Secondary Education and postsecondary occupational education.
- ◆ The implementation of new secondary level curriculum resulting from the efforts of the Basic Skills Curriculum Development Task Force.

A third pool of funds was awarded for the development or continuation of adult basic education offerings at worksites. Each applicant for Workplace Adult Basic Education grant funds was required to develop its proposal in conjunction with the business or industry where the program would be provided. Small businesses, which individually would not have enough employees needing basic education to justify the expense, were encouraged to participate on a consortium basis. In FY 2001-02, the WTCS awarded 25 Workplace Adult Basic Education

grants for a total of \$387,599. In FY 2002-03, 23 Workplace Adult Basic Education grants were awarded for a total of \$333,773. The total Workplace Adult Basic Education grant activity for the biennium was 48 awards for \$721,372.

### **Economic Development**

During 2001-02, the WTCS districts entered into 4,609 instructional contracts with business and industrial firms, local units of government, and other institutions and groups for the purpose of providing services to them. Over 72% of these contracts were with business and industry and were related to economic development. These formal agreements generated revenue of \$18.9 million for the delivery of 71,735 credits of instruction for 123,568 individuals.

Also during 2001-02, the WTCS districts provided technical assistance to a variety of firms and other organizations through 967 contracts. This technical assistance helped the contracting businesses, industries and other organizations overcome problems in manufacturing or the provision of services. These formal agreements generated revenue of \$4.9 million.

### **Services to High School Students**

During the 2001-03 biennium, the WTCS increased and enhanced services to high school students. Of the 2001 Wisconsin public high school graduates, 16.9% enrolled in WTCS associate degree, technical diploma and college parallel programs the year after graduation. This is an increase from the 16.2% rate for 2000 graduates. Further, within three years of high school graduation, approximately 46% of the 1999 high school graduating class enrolled in one or more courses in the WTC System.

The 16 technical colleges have led the Tech/Prep/School-to-Work consortia that encompass all public K-12 schools, businesses and industries and four-year colleges and universities. The consortia are staffed by technical college personnel whose major responsibilities are to articulate curricula, develop joint staff development activities, connect school-based and work-based learning and strengthen partnerships between education and business, industry and labor.

In reaching out to high schools, technical colleges have facilitated more than 3,800 articulation agreements with high schools including statewide advanced standing agreements for all Youth Apprenticeship areas. In addition, the WTCS has provided high school students with more opportunities to take courses that fulfill high school graduation requirements and in many cases also earn technical college credit or advanced standing. Examples of these options and the numbers served are:

### Number of High School Students Enrolled in Technical College-Level Courses While in High School

	Academic Year				
	1997-8	1998-99	1999-00	2000-01	2001-02
Youth Options	614	1,542	2,039	2,635	3,082
Youth Apprenticeship	n/a*	450	591	n/a*	1,016
Other Tech College Courses	6,034	6,752	5,875	6,277	7,158
Compulsory Ed (s.118.15)	476	196	225	290	201

Note: \*n/a - Youth Apprenticeship data was not supplied by DPI; these data are not available through the WTCS Client Reporting System.

High school students have increased opportunities to take courses that fulfill high school graduation requirements and in many cases also earn technical college credit or advanced standing. The number of Youth Options students has grown at a rapid pace since 1998. Youth Apprenticeship courses that are technical college courses also have grown rapidly – 41% of the 2,491 Youth Apprenticeship students in 2001-02 received some technical college instruction. The number of high school students enrolled in technical college courses through other means (e.g., contracts between high schools and technical colleges) fluctuates but reached an all-time high in 2002. The numbers for Compulsory Education students has declined since 2000, because more high schools are offering their own at-risk programs.

Alternative delivery methods of instruction are also being used to serve high schools. Most notably, the biennium saw the impact on student use of distance education available through *eTechcollege.com*. In 2001-02, approximately 13% of high school student enrollment in WTCS courses was through distance education methods.

In addition, technical college districts undertook a number of other efforts helping high school students make more informed decisions about postsecondary education. These included:

- ◆ Technical college sponsored career fairs and technology camps;
- ◆ Campus tours to acquaint students with WTCS facilities and programs; and
- ◆ Outreach visits by technical college staff to high schools.

### **Cooperation with Higher Education Systems**

The WTC System has continued its efforts to work with UW System and Wisconsin's private colleges and universities to improve and expand higher education opportunities for Wisconsin. Noteworthy accomplishments during the past biennium included:

- ◆ The WTCS, together with the UWS, the Wisconsin Association for Independent Colleges

and Universities, and the Wisconsin Department of Public Instruction created the Wisconsin PK-16 Leadership Council. The Council's mission is to foster collaboration among the four sectors of education and to work in partnership with business, industry and government to enhance learning and learning opportunities throughout the state so that all students are prepared to live in and contribute to a vibrant 21st Century society. The Council meets four times a year to discuss issues related to early childhood development, transitions from high school to postsecondary education, teacher education, and education issues related to economic development for the State of Wisconsin.

- ◆ The WTCS and the UW System have undertaken a number of efforts to improve the opportunities for credit transfer for WTCS students enrolling in the University of Wisconsin System. These include:
  - ❖ The development and implementation of seven bachelor degree completion programs including nursing, early childhood education, industrial management, business, applied science, radiography and service management; recent activity has expanded access to several of these programs by adding sites or making courses available via the Internet;
  - ❖ Efforts to develop additional degree completion options in specific program areas such as the work by several UW business schools and a number of technical colleges to develop a degree completion program in Business Administration that would benefit associate degree graduates from accounting and marketing programs;
  - ❖ Joint promotion by the University of Wisconsin System and the WTCS of the collaborative nursing program courses now available via the Internet to help enable technical college nursing programs to expand;
  - ❖ Plans by UW-Milwaukee (UWM), beginning in the fall of 2003, to extend the "College Connections" program that it already offers through several UW Colleges to MATC-Madison and MATC-Milwaukee; Technical college students will take approximately 60 credits on campus and then complete UWM courses via the Internet to complete a baccalaureate degree in Organizational Administration, Communications, or Information Resources. UW-Madison is extending its "Connections Program," which offers selected freshman applicants the opportunity to be dually admitted to a UW College and UW-Madison, to Madison Area Technical College beginning Fall 2003; Upon completion of the first 54 transfer credits taken at MATC, students will be able to enroll at UW-Madison as juniors and continue toward a bachelor's degree;
  - ❖ Initial stages of the development of a guaranteed transfer contract between the two systems; The contract would give technical college students much more certainty regarding transferring technical college credits to UW programs and fulfilling UW major and degree requirements; Needed policy changes will be considered by the Board of Regents of the University of Wisconsin System in late 2003.
- ◆ The Joint WTCS-UWS Committee To Promote Transfer Opportunities made recommendations to the Joint Administrative Committee on Academic Programs (JACAP) and to WTC and UW System administrations concerning ways to better help students

explore and take advantage of transfer options. The recommendations fell into three categories:

- ❖ Publicizing transfer opportunities using print and electronic resources;
  - ❖ Coordinating communications from the WTCS and UWS regarding transfer developments; and
  - ❖ Improving internal communications within the two postsecondary systems to insure more complete and accurate transmittal of information to students, families and schools.
- ◆ The WTCS and UWS entered into a new data sharing agreement and conducted a new study of students who transferred from WTCS to UWS institutions. This study, established in response to the growth in numbers of program-to-program articulation agreements, tracked the movement of students from the WTCS to the UWS by areas of study. It also generated performance information, e.g., GPA and retention rates, for transfer students in some popular areas of study, such as early childhood education, computer information sciences, and criminal justice.

### **Services to Students with Special Needs**

In 2001-02, the WTCS districts provided services to 103,075 (unduplicated) disadvantaged students of whom 79,707 were academically disadvantaged, 45,855 were economically disadvantaged and 16,651 had limited proficiency with English. The districts also served 3,357 displaced homemakers, 24,108 single parents, 9,487 incarcerated individuals and 6,844 persons who were enrolled in programs non-traditional for their gender. Along with State Aids and local funds, services were provided with targeted GPR funds (see GPR Incentive Grants: Basic Education, above) and funds available under the federal Carl D. Perkins Vocational and Technical Education Act and the Adult Education and Family Literacy Act.

Services were provided that enabled disadvantaged students to participate in regular occupational programs and courses. Remediation services, such as specialized reading and mathematics laboratories, and staff and peer tutors enabled academically disadvantaged students to enroll and succeed in technical education programs and courses.

Activities for persons with disabilities in the WTCS districts were supported with Carl D. Perkins, WTCS district, Division of Vocational Rehabilitation (DVR), and GPR funds. These activities, designed to enable persons with disabilities to enroll and succeed in technical education programs and courses, included specialized guidance and counseling, assessment and evaluation of needs, support services for students in occupational training and other programs, remedial instruction, career development, adaptive equipment, and placement. Approximately 15,450 persons with thirteen different types of disability availed themselves of these services in 2001-02.

One regional center, operated by the Northcentral WTCS District, offered specialized services

for blind and visually impaired, and deaf and hearing impaired students while the services of interpreters were provided by all districts. Annually, \$400,000 GPR funds sixteen Transition Specialists, one for each of the districts. These Specialists provide transition assistance to about 3,000 persons moving from secondary schools or their communities into WTCS district programs.

### **Displaced Homemaker Program**

In 2002-03, the WTCS enrolled 4,590 displaced homemakers in programs or courses. State GPR funds administered by the State Board supported a program for displaced homemakers offered in 14 technical college districts and by four community-based organizations. This program offered personal and career counseling, occupational exploration, opportunities for skill training, job search and placement services. The program served 1,229 individuals in 2001-02. Of the 1,785 Displaced Homemaker students, 36% enrolled in a technical program or course and 24% obtained employment. A special emphasis was placed on serving minorities and men.

### **Gender Equity**

Gender equity efforts within the WTCS have been focused on the recruitment, retention, graduation and placement of students who are interested or enrolled in programs nontraditional for their gender. These represent occupational areas in which 25% or fewer employees are of the student's gender. Such efforts have been bolstered by federal Perkins Vocational and Technical Education Act dollars in addition to local dollars. During the 2001-03 biennium, a total of 15 projects, funded by \$1,126,639 of federal Perkins Act funds administered by the State Board, focused on the recruitment and retention of nontraditional students.

### **Alternative Work Patterns**

The System Office has had policies permitting alternative work patterns since 1976. Current policy covers only non-represented employees of the agency. However, labor agreements covering the other employees support and provide procedures for the development and implementation of alternative work patterns.

Alternatives include, but are not limited to, part-time, shared-time, and flex-time schedules. Employee and agency work needs were accommodated through the use of non-standard work weeks and straight shift work. Sixty-two employees were involved in various alternative work patterns during the past two years.

## IV. STRATEGIC DIRECTIONS AND STATUTORY CHANGES

### **2003-2005 Biennial Budget**

The 2003-05 Biennial Budget Act (2003 Wisconsin Act 33) decreased overall funding for the WTCS. Significant provisions affecting the WTCS in the 2003-05 Biennial Budget Act include:

- ◆ **General Aid.** No increase was provided in general state aids above the 2002-03 base level of \$118.4 million GPR;
- ◆ **Additional Course Sections/Capacity Building Grants.** Both programs were eliminated, reducing WTCS funding by \$4,450,000 GPR annually;
- ◆ **Incentive Grants.** Funding is reduced by \$1,000,000 GPR annually;
- ◆ **Health Care Education Grants.** Creates a new categorical aid program through which the State Board will award grants to WTCS districts to expand health care education programs. The 2003-05 Biennial Budget Act calls for this program to be funded at \$4,340,000 GPR in 2003-04 and \$5,450,000 GPR in 2004-05;
- ◆ **Fire Service Training.** Provides increased funding of \$200,000 PR in each year of the biennium for firefighter training services. Revenue for this increase comes from fees assessed on premiums on property insurance;
- ◆ **Agency Budget Reductions.** Reduces the WTCS Board's GPR base budget for state operations by \$350,000 annually (or 11.55% per year). In addition, Office position authority is reduced by 6.0 FTE, including the office's general counsel position;
- ◆ **Governor's Work-based Learning Board.** Transfers responsibility for work-based learning grants to tribal colleges and school-to-work for at-risk youth programs to the WTCS. The annual appropriation for tribal colleges grants was reduced from \$600,000 to \$300,000 PR. Annual funding for school-to-work at risk youth grants is \$285,000 GPR.

## **WTCS Strategic Directions – 2001-2004**

### **A. Position the WTCS as the state's educational leader for workforce solutions**

#### **Strategies:**

- Market the WTCS' mission and ability to prepare people for the high skill, technical careers that form the core of the new technology-based economy.
- Create, with employers, flexible, timely and portable education and training as solutions to the needs of a fast-paced, changing workplace.
- Meet the challenge of recruiting and retaining quality teachers and other personnel within the WTCS in the face of expected record numbers of retirements and accelerating employer competition for staff with technical skills.
- Advocate for adequate funding to fully carry out the mission of the system.

### **B. Increase access and success for all students to expand the state's resource of skilled workers.**

#### **Strategies:**

- Provide opportunities for young people to learn about technical careers, understand labor market realities and pursue educational options available at technical colleges.
- Enhance marketing efforts, emphasizing high-skill technical careers, to reach under-served populations, including women, minorities, persons with disabilities, and individuals currently in low skill, low wage jobs.
- Adopt best practices in student retention, academic support, and other services to help students who are under-prepared or face other barriers to academic success acquire gainful knowledge and skills.
- Create maximum flexibility in instructional delivery to accommodate lifelong learning needs.

### **C. Foster effective economic development partnerships with education and training providers and business, industry, and labor to increase the skills of Wisconsin's labor force.**

#### **Strategies:**

- Promote technical college education as a cost-effective means for career employment, employee skills upgrading, and continuing education throughout life.
- Collaborate with other education providers to develop new models for easing students' progression on the PK-16 continuum at a pace that focuses on learner readiness, as exemplified in 2+2+2 programs.



- Create strong alliances of employers, labor and education providers to achieve efficient recognition of learning and transfer of credits between workplace learning and educational institutions. Create flexibility to allow students/workers to step in and step out of formal education.
- Deliver highest quality customized training and technical assistance to business, industry and labor partners to enhance Wisconsin's economic vitality.

**D. Extend technical college learning opportunities, improve administrative efficiencies, and empower technical college instructors and students to adopt new teaching and learning strategies through the effective use of technology.**

Strategies:

- Increase the number of Internet and other distance learning offerings to provide educational options for students to learn at the time, place and pace desired.
- Provide professional development opportunities that prepare faculty and staff to fully utilize technology in delivering instruction and providing services.
- Make technology training readily available to those preparing to enter the workforce or needing retraining or skill upgrading to address the urgent need for a technologically competent workforce.
- Implement new technology-based solutions to enhance administrative efficiencies of technical colleges.

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The Wisconsin Technical College System Board is in full compliance with state and federal equal opportunity non-discrimination laws and regulations including Title VII of the 1964 Civil Rights Act, Age Discrimination in Employment Act, Title VI of the 1964 Civil Rights Act, Equal Pay Act, Title IX of the 1972 Education Amendments, and Section 504 of the 1973 Rehabilitation Act, Wisconsin Fair Employment Law, Wisconsin Civil Service Law and Executive Orders, the Carl D. Perkins Vocational and Technical Education Act, Adult Education and Family Literacy Act, Workforce Investment Act, the Office of Civil Rights Guidelines for the Elimination of Discrimination in Vocational Education, the Americans with Disabilities Act (ADA), and/or other applicable state or federal legislation. It is the policy of the WTCSB not to illegally discriminate on the basis of race, color, creed, national origin, religion, sex, age, disability, arrest record, conviction record, political affiliation, marital status, sexual orientation, and membership in the National Guard, state defense force or any other reserve component of the military forces of the United States, or this state. Inquiries regarding equal opportunity may be directed to the Wisconsin Technical College System, 310 Price Place, P.O. Box 7874, Madison, Wisconsin 53707-7874, telephone (608) 266-1844 or Telecommunications Device for the Deaf (TDD) (608) 267-2483.

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